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C&I 318.02: Teaching Language Arts P-8

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TEACHING LANGUAGE ARTS P-8
C & I 318w

Prerequisite: C& I 303 or 304 Educational psychology

3 credits

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Office hours: MW 8:00-8:30, 10:00-11:00

(Other times by arrangement.)

Course Purpose:

The language arts are not subjects within themselves but are connected to the development of clear, imaginative, effective communication. The purpose of this course is to integrate the theory, research, and application of the facets of communication: writing, reading speaking, listening, creating and viewing. The interrelatedness of these skills will be studied in the light of the cognitive development of, and the diversity among, children.

Course Learning Outcomes:

Students will demonstrate, through their performance on written exams, assignments, and quizzes a thorough understanding of the following key concepts:

1. **Language Development.** Who are the leading theorists in this field? How does knowledge about how children acquire language pertain to instruction in school? What are the stages, facets, and functions of language development? What is the teacher's role in this process? (Chomsky, Piaget, Vygotsky, Bruner, Skinner)
2. **Second Language Acquisition.** How do we best teach children whose primary language is not English? What are the advantages of early Bilingualism? How do children acquire two or more separate language systems? (Nieto, Rigg, Allen)
3. **Writing Process.** What are the stages of the writing process? What is the teacher's role during each stage? How do we set up a comprehensive writing program in the elementary grades? How do we use literature to stimulate writing? How do we evaluate

growth and improvement in writing quality and fluency? (Hansen, Graves, Atwell, Adler, Elser, Routman)

4. **Mechanics of Writing.** How do we teach punctuation, grammar, spelling, and handwriting within the writing program? (Routman, Holdaway, Read, Gentry)
5. **Media Literacy.** How does the media affect our belief system? How do we help children become media literate? What are the tools of analysis by which we can examine and understand media images? (Debeneditis, Chomsky, Creighton, Lundsteen, Shannon, Winn)
6. **Children's Literature.** How do we select quality literature for the writing program? How do we use books to stimulate speaking activities and nurture listening?(Lukens, Cullinan)
7. **Lesson Planning.** How do we write appropriate lesson plans for the language arts? (Hennings)
9. **Integrated Curriculum.** How do we integrate the elementary curriculum so that the facets of language are used effectively? (Goodman)
10. **Assessment.** How is assessment different in an integrated language arts program? How do we select and use a variety of tools to monitor literacy development? How does assessment shape instruction? (Valencia, Pearson)
11. **Diversity Issues.** How do we incorporate issues of diversity and exceptionality into the language arts? How do we teach so that all children will succeed? (Patterson, Stoddard)
12. **Standards.** How do we use state and national standards to guide instruction? (OPI, IRA, NCTE)

Instructional Methods:

1. Writing.
2. Small group activities.
3. Whole class participation and discussion.
4. Inquiry teaching, deductive and inductive learning.
5. Cooperative learning.
6. Critical thinking.
7. Written response to literature.

Rationale for Course:

1. Writing/reading/language arts instruction is the heart of the elementary curriculum.
2. Literacy is both the right of the student and the purpose of education.
3. The MONTANA SCHOOL ACCREDITATIONS STANDARDS AND PROCEDURES MANUAL, Board of Public Education, states:
 "...The education program in Communication Arts encompasses the study of languages and literature, the development of reading, writing, listening, and speaking skills, effective media use, and the nurturing of creative, logical, and critical thinking."

Required reading:

Hennings, D. G. (2002). *Communication in Action: Teaching Literature-Based Language Arts* (8th ed.). Boston: Houghton Mifflin.

Gentry, J.R. (1987). *Spel is a four letter word*. Portsmouth: Heinemann.

Faculty Pack

Children's Books:

Ballard, R. *Exploring the Titanic*.

On Library reserve:

PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (5th ed.). (2001). Washington, D.C.: American Psychological Association.

STANDARDS FOR THE ENGLISH LANGUAGE ARTS. (NCTE AND IRA)

STATE OF MONTANA COMMUNICATION ARTS STANDARDS

Tentative Schedule:

Week of:

27 January

-Introduction to the course

-Media and literacy:

Analyzing Media

Ch 1 Hennings

3 February

-Writing as communication

-Traits of writing

-The Writing Process

-Prewriting and Drafting

(think like a writer)

9 & 10 Hennings

-Facpack sections 2 & 4

Grammar quiz due wed.

10 February

-Writing Process Continued

-Revision (think like a reader)

-Media paper due wed

9 & 10 Hennings

17 February

(no class Monday)

-Mechanics of writing

-editing

(think like a machine)

-Teaching the skills

-Writers workshop

Punctuation quiz due wed.

24 February

How children learn

Section 1 fac pack (p1-40)

Ch 3 Hennings

3 March

Primary language acquisition

Secondary language acquisition

Language development and

different language learners

Ch 2 & 11 Hennings, sec. 2 fac pack

10 March

Accent, dialect, slang, and jargon

The listening process

CH4 & 5 Hennings

Titanic journals due (mon.)

17 March

Test 1 wed

24 march

(SPRING BREAK)

31 March

letter writing

narrative writing

persuasive writing

invitation to writing

APA quiz due (wed)

7 April

developmental spelling

spelling and handwriting

individualized spelling

14 April

expository writing

in-class research paper

21 April

Assessment in the language arts

Planning lessons using the language

arts

Spelling analysis due

28 April

Implementing state and national

standards in the language arts

Standardized testing Scrapbooks due

5 May

writing folder day

read aloud day

12 May (finals)

Evaluation Criteria:

Attendance and participation are REQUIRED. More than two absences, repeated tardiness and/or unpreparedness will result in a reduction of your final grade. All assignments (with the exception of the Journal) must be typed and in a font size of 14 point or larger. All written assignments must have a title page (and hence a TITLE).

LATE PAPERS ARE NOT ACCEPTED.

Papers, quizzes, tests, reading assignments, and class activities are designed to meet or exceed the dictates of our accrediting agencies (the State of Montana and NCATE), the guidelines of the International Reading Association (IRA) and the National Council of Teachers of English (NCTE), and the University requirements for an upper division writing course.

Required Tasks:

Media Analysis

Character Journals for *Exploring the Titanic*

Spelling Analysis

Quizzes (punctuation, Grammar, Style Manual)

Tests 1 & 2

Everyday Journal

Grading for this course will be holistic. Papers and revisions will constitute 1/3 of your final grade; quizzes and exams will also be worth 1/3. Class participation and the Journal count toward the remainder of your grade.

Assignments:

This is a writing course. Expect to write frequently and copiously for a variety of purposes. Budget time on a daily basis for your writing. Expect also to revise and rewrite your work.

THE EVERYDAY JOURNAL

The most effective teachers of writers are writers themselves. Toward that end we work towards becoming better writers. The one requirement for all writers, great and small, remains simple: Writers write. Regular, daily practice is the proven route to more fluent, clear and coherent writing. Through journals we develop

fluency and confidence. Thus, have a special notebook where both in and out of class journal entries can be made and dated. Bring your journal to every class. Some entries will come from in class opportunities instigated either by you, me, or your peers. Most, however, will originate outside of class in your own imagination. Much of the writing will serve as focus and fulcrum for the exploration and development of concepts critical to the course. I expect you will write all of the assigned entries. Further, I expect you to write something every day. I may spot check for entries during the semester.

MEDIA ANALYSIS

Increasingly, the media shapes our view of reality. In particular, advertisements on TV, in movies, popular literature, and news coverage define how we should look, what we should want and who we should be.

Choose from one of the following focus areas/topics for your paper:

1. Narrative. Suppose that you are an alien from another world, preparing for a trip to America. All you know about our country and/or our state, you have learned from watching television and movies, and reading magazines and newspapers. What kind of people and world are you expecting? How will it be different?

2. Narrative. You have recently been hired as the editor of _____ magazine. In a DETAILED memo to your writers, photographers, and advertisers describe how this magazine will change under your leadership and why. Use a memo format.

3. Using the tools of analysis we explored in class, along with other sources and perspectives, deconstruct some related media artifacts. Describe the 'world view' each is presenting, including the options/available actions presented to the viewer. How are the worlds presented divergent from reality? In what ways are the artifacts shaping belief? What techniques are at work here? Try to structure this as an expository essay.

DEVELOPMENTAL SPELLING ANALYSIS

Collect a writing sample of a child aged 6-11. Using Gentry's articulation of the developmental stages of spelling, analyze the child's writing development and his or her handwriting. Comment on the handwriting, capitalization, and punctuation if and as they pertain to spelling development.

As a classroom teacher, what recommendation for instruction would you have for this child? What would be the next learning step? How would you initiate this? Frame this plan in terms of specific activities.

Support your paper with three references from outside of the course requirements. Reference your paper according to the APA Style Manual. Do NOT use information from either a Web Site or a Home Page as a scholarly reference. Include the writing sample used for the analysis. Think of this as a research paper. Hunt

down your sources early. Remember there are other classes scrambling for these resources. Plan ahead and share.

Character Journals

After reading Ballard's book, select a character who sailed on the Titanic, either real or imagined, and write seven first person journal entries in the character of that person, one for each day at seas, a prologue telling us why you were on the ship in the first place, and an epilogue telling us what happened to you after the sea disaster. Your entries should reflect your station in life, your gender, and the times. Use three additional sources to support your writing and list them in a bibliography. Include at least one other book as a reference. On the same page as the bibliography, list the state and national standards that an assignment such as this would address.

Scrapbook

Put together a collection of artifacts that reflects your personal growth throughout the semester in the language arts. Among your entries include representations of your growth in handwriting skill, insight into the language development of children. Another entry should have three lesson plans which highlight the use of the language arts. These may be language arts specific lessons, or be focused on another content but making a prominent and deliberate use of some facet of the language arts. (This requirement will help you during next semesters BLOCK. Trust me.) You are limited to a total of 10 entries and one brief explanation of why you chose these particular artifacts. These do NOT need to be papers or essays.

Design a grading rubric that I will use for this scrapbook. It must include at least six categories (one that is format/design) so that the scrap book is worth a total of 15 possible points.

WRITING FOLDERS

At the end of the semester you will collect and arrange your work as a writer this semester in a way which demonstrates your growth/progress. Be prepared to describe your work in terms of the evaluative criteria articulated in class. These descriptions should be written as a letter and accompany your writing as a 'tour guide' or overview to the progress you have made. You will present your case to a jury of your peers.

Extra Credit

Sometime before Cinco de Mayo, mail a postcard to our class in care of me. I will share it with the class and it will be worth an additional 10 points on the quiz/test

portion of your grade. This must go through the regular mail (i.e. it will have a cancelled stamp):

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